**K-5 ELA Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | **Grade: 1st** | | | **Date(s)**: September 4 -- Day 2 |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: Designing a Survey** | | |
| **Essential Question(s): How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Book: The Rainbow Fish by Marcus Pfister**  **~Character Traits Bubble chart**  **~Story Structure Matrix (See day one for attachment)** | | | | **Scales**  **Proud**  **Dazzling**  **Admire**  **Discover**  **Shimmery**  **Greedy**  **Generous**  **Selfish** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Reading**  **Standards: RL.1.1; RL.1.2; RL. 1.2; RL.1.7; RL.1.10; RI.1.1; RI.1.2; RI.1.4; RI. 1.7; RI. 1.10**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan:**  **Read the book “Rainbow Fish” and discuss the character traits of the rainbow fish.**  **Record them on a bubble chart.**  **Go over the importance of friendship with the children, and make a list on chart paper of qualities that friends have or should have.**  **At their seats, give each child a template of a fish and a scale. Tell the children to write a quality that they would like a friend to have on their scale. They would then decorate their fish and use glitter glue on their scale. All of the fish can be displayed on blue bulletin board paper.**  **See writing and speaking and listening.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Writing**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: On index cards, have students write a favorite thing they like to do with a friend. Draw a picture of it on reverse side.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards: W.1.1; W.1.5; W.1.6;W.1.8; L.1.1; l.11.2; L.1.4; L.11.5**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Present vocabulary words. Have students sort them into positive and negative qualities (where appropriate). Use them in a sentence for students to increase understanding.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Speaking & Listening**  **Standards: SL.1.1; SL.1.2; SL.1.3;SL.1.5; L.11.6**  **I Can Statement(s):I can identify story elements. I can ask and answer questions about the key details in a text. I can identify the main idea of a story. I can brainstorm a list of character traits of good friends. I can develop a survey to answer the question, “What is the most important characteristic of a good friend?”**  **Instructional Plan: Looking at the chart created in READING, have students comment on one of the key points by making a connection to their own experience.**  **They can also give their opinion as to which key point is the most important to them.** | | | | |
| **TECHNOLOGY** | **Use You-Tube songs – I Love Lucy; Pooh Friendship Song; Miley Cyrus; Spongebob Fun Song; Barney Friend Song.** | | | | |
| **Closing/Summarizing Strategy** | **Each child will present their fish to the class and tell why they chose the quality they wrote on their scale.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students bring in a can of food for a local food**  **bank. The student should also write a sentence or two about friendship to go with their can donation.** | | **Have students bring in a can of food for a local food bank. Draw a picture about friendship and sharing to go with it.** | | | **Have students bring in a can of food for a local food bank. Draw a picture about friendship and sharing to go with it.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  See index cards about “favorite things to do with a friend” to check for understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*